

MN STATE STANDARDS/BENCHMARKS ADDRESSED												Getting Your Feet Wet: An Introduction to the BWCA	Animal Adaptations in the BWCA: Shad Investigation	Topography and Trails: Map and Compass in the BWCA	Campfire Skills and Leave No Trace	Biomass and Its Boreal Forest?	BWCA Adventures: Animals and Ecosystems	BWCA Adventures: Measurements and Water Quality	BWCA Salvia Day
Grade	MN Science Standards (2020)	Code																	
5	Evaluate the merit of a solution to a problem caused by changes in plant and animal populations as a result of environmental changes." (P-7, CC-4, CI: LS4, ETS1)	SL.4.1.2.1			x					x	x	x	x						
6	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment." (P-6, CC-2, CI: ESS3, ETS1)	6E.3.2.1.3	x			x	x	x	x							x			
6	Develop a model, based on observational and experimental evidence, to describe the cycling of water through Earth's systems driven by energy from the Sun and the force of gravity. (P-2, CC-6, CI: ESS2)	6E.3.1.1.3								x						x			
7	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem." (P-4, CC-2, CI: LS2)	7L.2.1.1.1			x					x	x	x	x			x			
7	Construct an explanation based on evidence for how environmental and genetic factors influence the growth of organisms and/or populations. (P-6, CC-2, CI: LS1, ETS2)	7L.3.2.1.1			x						x	x							
7	Support or refute an explanation by arguing from evidence and scientific reasoning for how animal behavior and plant structures affect the probability of successful reproduction. (P-7, CC-2, CI: LS1)	7L.4.1.1.2			x						x	x							
7	Construct an argument supported by empirical evidence that changes in physical or biological components of an ecosystem affect populations." (P-7, CC-7, CI: LS2)	7L.4.1.2.1	x		x					x	x	x	x			x			
7	Construct an explanation based on evidence for how environmental and genetic factors influence the growth of organisms and/or populations. (P-6, CC-2, CI: LS1, ETS2)	7L.3.2.1.1			x						x	x							
9-12	Analyze geoscience data to make a claim that one change to the Earth's surface can create feedbacks that cause changes to other Earth systems. (P-4, CC-7, CI: ESS2, ETS2)	9E.2.1.1.2	x							x	x	x	x			x			
9-12	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. (P-3, CC-6, CI: ESS2)	9E.1.2.1.1								x						x			
9-12	Compare, integrate and evaluate sources of information in order to determine how specific factors, including human activity, impact the groundwater system of a region. (P-8, CC-2, CI: ESS2, ETS2)	9E.4.2.1.1	x							x						x			
9-12	Construct an explanation based on evidence for how natural selection leads to the adaptation of populations. (P-6, CC-2, CI: LS4)	9L.3.2.1.6			x											x			
9-12	Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. (P-7, CC-2, CI: LS4)	9L.4.1.1.3			x											x			
9-12	Obtain and communicate information about how Minnesota American Indian Tribes and communities and other cultures construct solutions to mitigate threats to biodiversity." (P-8, CC-7, CI: LS2, ETS1)	9L.4.2.2.1	x							x									
9-12	Communicate and evaluate claims by various stakeholders, including Minnesota American Indian Tribes and communities and other cultures, about the environmental impacts of various chemical processes on natural resources. (P-8, CC-2, CI: PS1)	9C.4.2.2.1	x							x									
9-12	Plan and conduct an investigation of acid-base reactions to test ideas about the concentrations of the hydronium ion in an aqueous solution (pH). (P-3, CC-3, CI: PS1)	9C.1.2.1.2								x							x		
Grade	Minnesota Social Studies Standards (2011)	Code																	
6	People use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context.	6.3.1.1	x			x	x	x	x	x	x	x	x	x	x	x			
7	People use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context.	7.3.1.1	x			x	x	x	x	x	x	x	x	x	x	x			
8	People use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context.	8.3.1.1	x			x	x	x	x	x	x	x	x	x	x	x			
8	Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.	8.3.1.2	x			x			x	x	x	x	x	x	x	x			
8	Places have physical characteristics (such as climate, topography, and vegetation) and human characteristics (such as culture, population, political and economic systems).	8.3.2.3	x			x			x		x	x	x	x	x	x			
9-12	People use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context.	9.3.1.1	x			x	x	x	x	x	x	x	x	x	x	x			
9-12	Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.	9.3.1.2	x			x			x	x	x	x	x	x	x	x			
9-12	Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).	9.3.2.3	x			x	x	x	x	x	x	x	x	x	x	x			
9-12	The environment influences human actions; and humans both adapt to and change the environment.	9.3.4.9	x			x	x	x	x	x	x	x	x	x	x	x			
Grade	Minnesota English Language Arts Standards (2010)	Code																	
Anchor Standards for Speaking, Viewing, Listening, and Media Literacy																			
6-12	Prepare for and participate effectively in a range of conversation and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	1			x			x	x	x	x	x	x	x	x	x			
6-12	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2	x		x	x	x	x	x	x	x	x	x	x	x	x			
6-12	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	3			x					x	x	x	x	x	x				
Anchor Standards for Reading in History/Social Studies, Science and Technical Subjects																			
6-12	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1	x		x	x	x	x	x	x	x	x	x	x	x	x			
6-12	Assess how point of view or purpose shapes the content and style of a text.	6						x								x	x		
6-12	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	7	x		x	x	x	x	x	x	x	x	x	x	x	x			
Anchor Standards for Writing in History/Social Studies, Science and Technical Subjects																			
6-12	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1			x					x	x	x	x	x					
6-12	Draw evidence from literary or informational texts to support analysis, reflection, and research.	9	x		x	x	x			x	x	x	x	x					
Grade	Minnesota Physical Education Benchmarks (2011)	Code																	
6	Identify the relationship between participation in physical activity and stress reduction.	6.5.1.2	x								x	x	x	x					
6	Recognize individual challenges in physical activity and implement methods of coping with them in a positive way. For example: extending effort, asking for help or feedback, or modifying the task.	6.5.2.1	x			x	x								x	x	x		
7	Generate positive statements such as offering suggestions or assistance, leading or following others, and providing possible solutions when faced with a group challenge.	7.5.2.1	x			x	x								x	x	x		
8	Develop a plan of action and make appropriate decisions based on that plan when faced with an individual or group challenge.	8.5.2.1	x			x	x								x	x	x		
9-12	Demonstrate competency and refine activity-specific movement skills in two of the following lifetime activity categories: individual performance activities, outdoor pursuit of motor skills and movement patterns.	9.1.1.1	x			x	x								x	x	x		
9-12	Apply best practices for safe participation in physical activity, exercise or dance. For example: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection.	9.4.4.1	x			x	x								x	x	x		
Grade	Minnesota Math Standards (2007)	Code																	
6	Understand the concept of ratio and its relationship to fractions and to the multiplication and division of whole numbers. Use ratios to solve real-world and mathematical problems.	1.2.1	x			x										x	x		
6	Multiply and divide decimals, fractions and mixed numbers; solve real-world and mathematical problems using arithmetic with positive rational numbers.	1.3.1	x			x										x	x		
7	Use reasoning with proportions and ratios to determine measurements, justify formulas and solve real-world and mathematical problems involving circles and related geometric figures.	3.1.1				x										x	x		
7	Use mean, median and range to draw conclusions about data and make predictions.	4.1.1				x					x					x	x		
9-11	Know and apply properties of geometric figures to solve real-world and mathematical problems and to logically justify results in geometry.	3.3.3				x	x									x		x	